

**Curriculum Council Consent Agenda Addendum
February 6, 2012**

I. Revised Major/Minor in Music

Current Requirements:

MAJOR SEQUENCE:

BM-Composition:	MUS 015X – seven semesters
BM-Instrumental Performance:	MUS 015X – seven semesters
BM-Piano Performance:	MUS 015X – seven semesters
BM-Vocal Performance:	MUS 015X – seven semesters
BA-Major in Music:	MUS 015X – six semesters

MINOR SEQUENCE:

Minor in Music:	MUS 015X – four semesters
-----------------	---------------------------

Proposed Requirements:

MAJOR SEQUENCE:

BM-Composition:	MUS 014X – one semester MUS 015X – six semesters
BM-Instrumental Performance:	MUS 014X – one semester MUS 015X – six semesters
BM-Piano Performance:	MUS 014X – one semester MUS 015X – six semesters
BM-Vocal Performance:	MUS 014X – one semester MUS 015X – six semesters
BA-Major in Music:	MUS 014X – one semester MUS 015X – five semesters

MINOR SEQUENCE:

Minor in Music:	MUS 014X – one semester MUS 015X – three semesters
-----------------	---

Rationale:

The recent process of renewing the School of Music's accreditation through the National Association of Schools of Music (NASM) in 2010 has prompted the faculty within the School to assess the effectiveness of our curricula to address the multi-faceted needs of musicians in the twenty-first century. While the fundamental tenets (private instruction, ensemble participation, theoretical and historical proficiencies) of our curricula remain necessary and successful, there are many skills and areas of knowledge that remain unaddressed.

The results of faculty discussions, the recent NASM Visitors' Report, and students' exit interviews yield a list of deficiencies that this course can begin to address, including, but not limited to, the following:

- 1) Music students do not enter the University with sufficient knowledge of Western concert music to establish a general framework and timeline upon which to effectively listen, critique, and perform music from the standard canon.
- 2) Without this general framework of knowledge, it is difficult for music students to synthesize material learned in the theory and music history sequences into coherent amalgamations of musical understanding.
- 3) Many music students do not take full advantage of resources at the Ames Library, nor do they exhibit understanding of information literacy as it deals with locating and integrating musical scores, recordings, and other sources into their studies.
- 4) Many music students get no formal exposure to music technology, and many of those that do (Music Education students) get little instruction until the junior year, after such knowledge could have been fruitfully applied in lower-division courses in music.
- 5) Music students can complete their undergraduate degree with no exposure to non-Western music, improvisation, or topics in music leadership, music entrepreneurship, and other 21st Century skills.